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English history from Charles II to Anne, inclusive, is given 13 pages; from 1714 to 1830 (without any treatment of the American Revolution), 17 pages; while the causes of the French Revolution, the period from 1789 to 1795, and that from 1795 to 1815 are given respectively 13, 29, and 34 pages. Again, as to the actors who take leading parts in the historical drama, would it not be better to give more detailed information about a smaller number and omit some, such as Abd. Rahman, Athaulf, and the Duke of Augustenberg, to select only three from one of the twenty-eight crowded index pages?

Maps and illustrations are abundant and excellent; the comments upon the latter are especially helpful. References might have been much more abundant than they are. In a book where the space available for illuminating details is so valuable, review questions based upon the text might be spared. The exercises (suggestive questions and topics) are good. A postscript of three pages gives an admirable statement of causes and events at the opening of the present European war.

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*Methods of Teaching in High Schools.* By SAMUEL CHESTER PARKER, Professor of Educational Methods and Dean of the College of Education of the University of Chicago. Chicago: Ginn & Co., 1914. Pp. xxiv+529. \$1.50 net.

It is evident from a mere riffling of the leaves of this volume that it is the fruit of experience. A second, rather careful riffling of the leaves will impress the reader at once with at least a half-dozen valuable characteristics, namely: the subject-matter, the clear logical arrangement of the subject-matter, the introductory and conclusive summaries of each chapter and groups of chapters, the carefully selected quotations from works of former and present-day educators, the complete and intelligent bibliographical notes at the end of each chapter, and the reasonableness and practicality of the entire book.

In his preface, Mr. Parker remarks that "efficiency and economy in instruction are facilitated by (1) radically adjusting all instruction to contemporary social needs, (2) basing methods of instruction on sound psychological principles which have been determined, as far as possible, experimentally, and (3) applying principles of scientific business management to the conduct of all teaching." And thus the portly, green volume, which appears rather formidable until one has read a paragraph or two into it, combines all of the idealism of Locke and Froebel and Herbart with the soundness and validity of everyday, businesslike instruction.

Stress is laid on methods of learning as a basis for the discussion of methods of teaching. Well-established, scientific conclusions and valid experimental determinations, as well as expert opinion, are ably marshaled in working out

methods of instruction and in presenting the applications of principles of teaching. It is always perfectly clear to the student of education when the writer is giving his own opinions in discussing moot questions. An excellent illustration of these points is found in chap. xiii, "Influence of Age on Learning"—a valuable chapter in itself also as a corrective to certain limited views and attractive opinions, quite generally accepted, in respect to types of learning and the sequence of subjects and interests in dealing with problems of organization and instruction.

The author's style is clear, logical, non-technical, and scholarly. A wide and fruitful familiarity with the literature of his profession is shown in every chapter. The human, businesslike qualities of the writer grip the attention and the reader is invited to read on. The theoretical discussion strikes one as eminently sound. The value of applying to high-school instruction the same general principles that have been applied so fruitfully to the consideration of elementary-school methods will be increasingly recognized by supervisors, administrators, and high-school teachers.

This volume will prove valuable, not only as a textbook in classes in educational methods for prospective high-school teachers, but also for all high-school teachers desiring to improve their teaching and for superintendents and principals who are seeking a definite type of study for the professional improvement of their instructional staff.

A brief summarizing statement of the contents of the book may not be out of place:

Beginning with a chapter on the purposes to be attained by high-school instruction, the author follows it immediately by a chapter on economy in classroom activity and the attainment of ends without the waste of time or energy. Then follow standards to guide the selection and arrangement of subjects and subject-matter within them; the best methods from the viewpoint of economy and efficiency of learning to be used in those subjects. He discusses ways and means of stimulating pupils to learn without wasted time or energy, providing for individual differences in class instruction so that each pupil as an individual may go his own pace, and providing supervision of study so that there will be a minimum of effort that fans the air. Then are considered the various means of instruction or sources of learning—learning being, of course, experience enrichment—and so books, writing, recitations, and reference methods, the pupils' experiences, present and past, involving laboratory and conversational methods, are discussed. Finally, with the equipment and training of new teachers in mind, the author speaks of the planning of instruction with both ideals and economy in view so that definite and valuable experience will be provided; the testing and meaning of teaching, and finally the organized observation of teaching as essential to show the application to educational theory.

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